



Lierature Review of a Study on the Correlation between the Effect of Ideological and Political Education and the Cognitive Neural Basis

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Abstract: The research on ideological and political education in the new era mainly focuses on the following six aspects: ideological and political education content research, method research, educational characteristics research, educational implementation approach research, and ecological research. At the same time, the practical effects in the research of ideological and political education from the perspective of all media in the post-epidemic era. The current research focuses on the last three aspects, especially research on practical effects.

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1 The Implementation Approaches of Ideological and Political Education

In 2007, Lan Chaoling stated several ways of implementing recessive education in Chinese ideological and political education, and this is also theoretical research on the comparison in ideological and political education between Chinese and Western. The following content will show the details of the ways^[1].

In the teaching process of professional subjects, non-professional knowledge is infiltrated so that students can not only learn professional knowledge but also

subtly accept ideological and political education content.

Potential ideological and political education will be carried through the construction of the campus cultural environment. Campus cultural environment as a consciously man-made situation of cultural transmission, which is the sum of inside the school effects on the act on students with external things, and built for creating a good education environment and improving the quality of talented students. Meanwhile, this education includes the harmonious campus material environment construction, serious campus institutionalization construction, harmonious teacher-student relationship, and relationship between students. Besides, universities also attach great importance to the construction of school motto, school spirit, and give play to the educational function of motto and spirit.

Conducting ideological and political education for educated through campus activities and social practice activities. Group activities can integrate the content of ideologies, make an effect on the political education of students, and exert ideological and political influence on students. Various forms of group activities are the realization of ideological and political education, and it is also the process of joint participation. Moreover, it is the interaction between the educators and the students.

The views of researchers became the basis of related studies, and similar theories were adapted to conduct the approaches of Ideological and Political

Education in China. After 2015, Liu Na(2015) and Liu Xinxin(2018) proposed a new analysis of the implementation approaches of ideological and political education in Chinese universities^[2]. It mainly includes direct approaches based on classroom education, party and league organization activities, and individual ideological and political education, and indirect approaches assisted by the development of campus culture, the construction of campus spiritual civilization, and the creation of colorful cultural and sports activities; psychological consultation, psychological construction, and mental health services for cultivating personality health are supplemented by indirect ways; and personalized services through the Internet are supplemented by indirect ways. However, in the post-epidemic era, specialized services of "people-oriented" and "health-oriented" are gradually extended. With the changes of the times, the ideological and political education is well developed to the more direct and more scientific.

2 Ecological Research on Ideological and Political Education

The ecological development of ideological and political education in universities and the development of the social environment are interoperable with general laws. Whether from the perspective of the basic construction direction of educational concepts and educational routes, or from the perspective of educational models and educational paths, the social development environment should be taken as the specific development basis^[3]. Combining with the ecological development thinking of ideological and political education in colleges and universities, it can characterize the specific requirements for the subjective awareness and subjective initiative training of the social development of talents, and it can also actively optimize the social development psychology and social development thinking of talents to form a new ecological development thinking. The ideological and political education of colleges and universities aims at the subjective psychology of the social development of talents, and transforms their ideology, consciousness, and concepts at the objective level of the society, so that the ideological and political education thought can have the characteristics of ecological development, which has become an important part of the construction of the ecological development path of college ideological and political

education.

In 2016, Huang Zhenhua and Miao Ruidan published on the Construction of Ecological Model of Ideological and Political Education in Colleges and Universities, and put forward some ideas on the construction of the ecological model of ideological and political education in universities^[4]:

First of all, seek the adaptability of ideological and political education and the development of natural ecosystem in universities. Follow the laws of natural social development, and form new viewpoints on the ecological guidance of ideological and political education. To pursue the ecological guidance of ideological and political education based on the stage of social natural development. Explore the ecological development of ideological and political education to develop social adaptability through the process of natural development.

Secondly, highlight the harmonious relationship between ecological civilization construction and ideological and political education development. Based on the ecological environment, highlight the new concept of ecological construction of ideological and political education. Based on the ecological environment, highlight the brand-new concept of ecological construction of ideological and political education. Take the development of ecological civilization as the goal and comply with the requirements of the ecological development of ideological and political education.

The last is show the inevitable relationship between ideological and moral values and the development of social-ecological environment. The determination of ideological and moral values has become an influential factor in the ecological development of ideological and political education. The subjective initiative of ideological and moral as the embodiment of the ecological development value of ideological and political education. The objective function of ideology and morality has become the key factor influencing the ecological development of ideological and political education.

The concept further advocates that the internal element of the construction of the ecological development path of ideological and political education in colleges and universities lies in the general law of social and natural development, and the guidance of the micro-ecological development of talents' social macro-development thoughts,

social values and social development consciousness. Promote the ideological and political education of colleges and universities to comprehensively improve the ability of talents to adapt to the society, promote the subjective awareness and motivation of the social development of talents to micro-penetrate the social and natural levels, and promote the organic strengthening of the thoughts and behaviors of the social development of talents to meet the new requirements of ecological social development. This is also a supplement to the important factors in the construction of the ecological development path of ideological and political education in universities, and provides a favorable developmental element for the construction of the ecological development path of ideological and political education in universities.

As the concept of ecologicalization has successfully guided the development of many disciplines from ecology, some educational scholars have also more firmly applied the concept and achieved remarkable results. The philosophical highly systematic and holistic concept of this concept has important theoretical value and practical significance for solving the current ideological and political control dilemma and promoting the development of ideological and political education beyond the ecological direction.

In 2019, in a study on Ecological Ideological and Political Education, Chen Fangfang interpreted Ecological Ideological and Political Education from the perspective of cognition theory, and analyzed the difference and connection between "ecology" and "environment". It explains the meaning of "ecological concept" and "ecological concept". This paper expounds the connotation of social ecology and the logical relations of its three elements (economic ecology, political ecology and cultural ecology). It defines the connotation of "ecological ideological and political education", highlights its integrity, human nature, dynamic, competitive, open, life, balance, and other characteristics, and demonstrates the internal logic of its "internal ecology" and "external ecology". In terms of the theory of reflection, the author thinks about "why can ideological and political education be ecological" in the field of theory.

First of all, from the theory, practice and method of three levels of relevance to make clear the ecological concept and ideological and political education of the logical fit; Secondly, it expounds the value implication of ecological ideological and political education for

"internal ecology", which enhancing the effectiveness of ideological and political education, and "external ecology", which creating a good atmosphere of ideological and political education. Thirdly, the paper analyzes six laws that should be adhered to in the ecological ideology and political education, namely, the law of establishing morality, the law of subject demand, the law of adding value, the law of resource allocation, the law of environmental education, and the law of complying with transcendence. Finally, the feasibility of ecological ideological and political education is demonstrated from the three dimensions of theory, necessity, and reality^[5].

In ideological and political education ecology theory illustrates the social ecology includes the elements of economic ecology, political ecology and cultural ecology, and then in the economic globalization and the driving of the community of human destiny theory highlights the importance of cultural ecology. In China, the national culture of the social culture under the background of national culture to a large extent also affects the actual effect of ideological and political education. In 2013, Xu Baicai published in the On National Research Object Of Ideological And Political Education, which talks about national theoretical guidance of ideological and political education is the Marxist national theory and the theoretical system of socialism with Chinese characteristics about national thoughts, not only such, national ideological and political education and basic principle and method of system of ideological and political education, as the theoretical basis of its knowledge system.

With the deepening of the construction and research of ideological and political pedagogy, its basic theories will be more abundant^[6]. Related scholars (Zhang Pengfei, 2018; Ma Zhong& Wang Miaomiao, 2017) have carried out practical research on ethnic ideological and political education. Carrying out practical research on ethnic ideological and political education is the key to the construction of ethnic ideological and political education. If the construction of this discipline only stays in the possibility stage, it is impossible to transform it into the reality of discipline construction. Although few scholars have put forward the concept of national ideological and political education clearly, the academic circle has been involved in the exploration of this issue in scientific research. The theoretical

achievements directly involved mainly include ideological and political education for college students of ethnic minorities, ideological and political education for college students of ethnic minorities, ideological and political education for cadres of ethnic minorities, ideological and political education for students of inland ethnic groups, and ideological and political education for special groups in ethnic minority areas and so on^[7].

In terms of the research content involved, it mainly includes: first, the education of national concept. Including the view of Marxism education connotation and the necessity, importance and must adhere to the principle of view education and spiritual civilization construction, patriotism education, the relationship between the development of the western region, ethnic minority areas view education, colleges and universities in national regions view education, Marxism view education present situation investigation, national college students view education, and so on. Secondly, the education of religious views includes the connotation, significance, principle, way and method of Marxist religious view education, the basic structure of religious view education, education of religious view in ethnic areas, education of ethnic college students, education of religious view and patriotism, construction of spiritual civilization, the relationship between scientific atheism education and so on. Third is education in patriotism and the Spirit of the Chinese nation. There are more than 5,000 articles in academic journals alone, as well as a certain number of masters and doctoral dissertations and monographs.

3 Effectiveness of ideological and political education from the perspective of allmedia in the post-epidemic era

3.1 Research on ideological and political Education based on positive Psychology

3.1.1 The application of positive psychology in ideological and political education in Western countries

Positive psychology has a long history in the West, and its research origins can be traced back to the research on "marital happiness" put forward by psychologist Terman in the 1930s. In the 1950s and 1960s, many humanistic psychologists such as

Rogers and Maslow gradually paid attention to the positive side of human nature, which caused many psychologists to pay attention to the positive side of human psychological activities. Martin Seligman first presented positive psychology in 1998 at the Annual Meeting of the American Psychological Association.

Positive psychology advocates studying the positive quality of human beings and tapping the potential positive power of human beings. Its purpose is to promote the development of individuals and society and ultimately make human beings towards happiness. The publication of Positive Psychology Handbook in 2002 marked the formal formation of positive psychology, and positive psychology has since become a new research trend in the western psychology field.

The study of positive psychology can be divided into three levels. At the subjective level, we should study the positive subjective experience. At the individual level, we should study positive personal traits. At the group level, we should learn about active social organization. The emergence of positive psychology not only expands the research field of psychology but also adds new vitality to the development of psychology. More and more scholars are trying to apply positive psychology to pedagogy, sociology, management and other fields to promote the further development of relevant courses.

"Civic education" and "moral education" are similar to the ideological and political education we proposed. American civic education takes patriotism education as the theme and emphasizes the political nature of civic education. The government has put forward clear requirements for ideological and political education in schools. In classroom teaching, educators pay more attention to the invisible, all-round teaching methods. To avoid the traditional classroom teaching turning active education into forced indoctrination and rote learning, American citizenship education emphasizes and promotes various forms of discussion and practice in classroom teaching. Therefore, in the teaching process, teachers pay attention to mobilize the enthusiasm of students and adopt active discussion and heuristic problem teaching methods. When students encounter various practical problems in daily life, they actively organize students to discuss and encourage them to ask questions. The guiding role of teachers is fully reflected in teaching. To improve the effectiveness of

civic education, American civic education integrates positive psychology into civic education in a subtle way^[8].

The highest state of moral education is to guide students to pursue virtue actively by creating a positive psychological environment and so on. This is also very important enlightenment of positive psychology to moral education. On the whole, positive psychology attaches importance to the positive, positive and sunny side of every person and every group, as well as the potential of exploring the truth, goodness and beauty of people. More importantly, positive psychology focuses on those excellent characters that can make people achieve a "happy life", which directly promotes the development of moral education in the United States. One of the most popular and getting a lot of media attention right now is the "Happiness class," an elective taught by a young Harvard lecturer named Tyler Ben Shahar. Its attendance, from the first few to full seats, exceeded even Harvard's flagship course, Introduction to Economics. Happiness course, also known as Harvard Positive Psychology, is an elective course in psychology offered to students at Harvard University. This elective is designed to teach students how to be happy by applying the findings of positive psychology to their lives.

Guided by positive psychology, this course actively inculcates a positive outlook on life. It enables students to face up to problems and difficulties in daily life with a positive and optimistic life attitude and behavior. So that students can grow up happily, really achieve a "healthy state". This requires the ideological and political education in our colleges and universities to be passive to active, not only to actively pay attention to the students with problems but also to actively pay attention to the ordinary students without problems so that students can live a positive life while preventing psychological problems and psychological crisis.

3.1.2 Application of Positive Psychology in ideological and political education in China

Positive psychology with the combination of ideological and political education of the theoretical achievements in the domestic first reported in 2008, for the first time in the field of positive psychology into the ideological and political education is more than the flat, XiaoLiang Liu of Wuhan university,

two scholars to discuss the relationship between the two, put forward the methods of should pay attention to emotional education and puts forward some countermeasures for constructing the positive environment. Since 2009, the relevant theories and methods of positive psychology have been gradually integrated into the ideological and political education of college students, and the fields they dabbled in have been infiltrated from psychology to sociology, pedagogy and other disciplines, which have a quite important reference significance for the ideological and political education of college students in China.

In 2013, Dai Qian published research on The Effectiveness of Ideological and Political Education from the Perspective of Positive Psychology, pointing out the necessity of reference. In addition to promoting the concept change of ideological and political education, guiding the development of college students' mental health, and promoting the effectiveness of ideological and political education, the most important thing is to meet the improvement of social requirements for talents. Besides, positive psychology provides sufficient theoretical background for the ideological and political education of college students and provides a strong guarantee for the feasibility of using positive psychology for reference.

Wang Dan thinks that positive psychology has important enlightenment significance to the ideological and political education of college students. First of all, positive psychology adds a new concept to the ideological and political education of college students. Educators should not only focus on cultivating positive qualities and emotional experiences of college students, but also pay attention to the needs of each college student at different levels. Secondly, positive psychology broadens the methods and approaches for the ideological and political education of college students. First, to build a harmonious relationship between teachers and students, with a positive, optimistic attitude towards each student; Second, innovate the way and method of ideological and political education for college students, pay attention to students' self-education and self-growth; Third, student-oriented, communicate with students more in daily life, and they become a good friend without any words; Finally, optimize the environment and build a perfect social support system.

At present, Chinese researchers conducted many

study on it and obtain a positive result is still in the initial stage, but there are some limitations. As a new discipline, there are few studies on the intersection of ideological and political education, which are only scattered in some journals and dissertation writing, but few studies by authoritative scholars in ideological and political education. Most of the studies focus on how to apply positive psychology to the ideological and political education of college students, but lack of experience in how to apply the former to improve the effectiveness of the latter. It is this that makes me stick to the research on the correlation between positive emotions and ideological and political education. The research on positive psychology in the psychological field has been constantly explored and achieved certain research results. But how to apply positive psychology to improve the ideological and political education of college students is still in the trial stage. I will make some useful attempts based on previous studies. By systematically analyzing and sorting out the relevant theories of positive psychology and college students' ideological and political education, this paper hopes to make better use of the concept of positive psychology to promote the smooth progress of ideological and political work in colleges and universities.

To sum up, the exploration of the ways of ideological and political education, the ecological research of it, and the practical attempts of positive psychology are all helpful to broaden the ways and methods of this education. Moreover, educational methods as an intermediary directly affect the actual effect of education. This requires educators to be good at mobilizing all kinds of positive factors in the process of education, pay attention to both the external educational function and the internal way of educating people. Each student is an individual with potentially different developmental needs. Therefore, the ways and methods of ideological and political education of college students must also be diversified. Secondly, an in-depth study of the above elements will not only contribute to the scientific and standardized development of ideological and political education, popularize the cognitive law of ideological and political education, but also

provide a scientific theoretical basis for the effective prevention of students' mental health problems and extreme emotions. Ideological and political education from the cognitive perspective should focus on the cultivation of students' independent personality, and more importantly, cultivate a positive, harmonious, and consensual psychological quality.

In addition, integrate ecological ideological and political education and positive psychology into study of ideological and political education, which is conducive to improving their moral quality, level of the ethical standards and social resonance. Cultivating positive psychological quality, internalizing political thought, cultivating political thinking, and standardizing behaviors can not only improve the effectiveness of ideological and political education for college students, but also better play the guiding role of ideological and political education in the healthy growth of college students.

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